

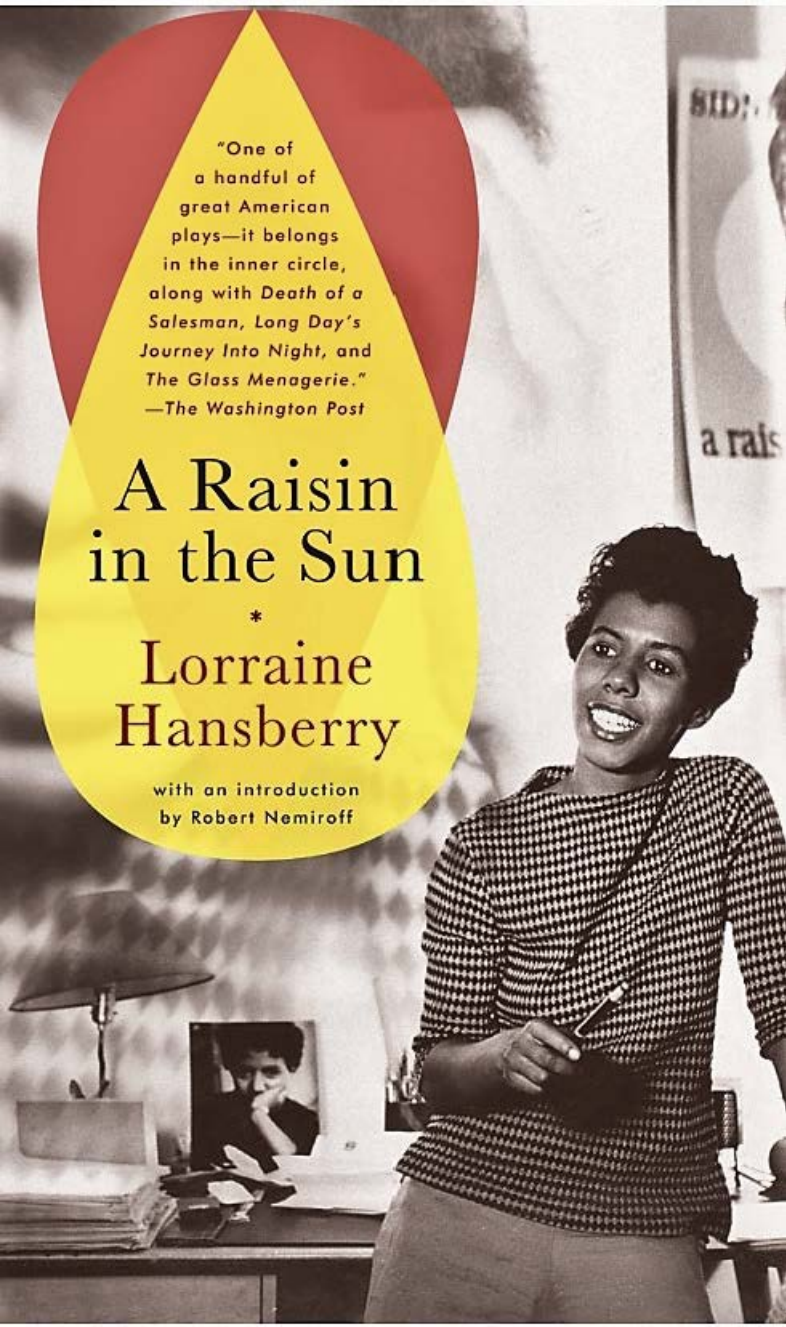
"One of
a handful of
great American
plays—it belongs
in the inner circle,
along with *Death of a
Salesman*, *Long Day's
Journey Into Night*, and
The Glass Menagerie."
—*The Washington Post*

A Raisin in the Sun

*

Lorraine
Hansberry

with an introduction
by Robert Nemiroff



1. Before reading: It is important for people to have dreams? Why or why not?

Yes it is because dreams give a purpose to your life.

2. Before reading: If you were to win \$250,000 in the lottery, what would you do with it?

I would probably get a nice house and give some to my family.

Now read the first 2 pages of Scene 1, page 23 to page 25, in the play.

3. List as many facts (minimum of 6) as you can to describe the Younger family's apartment.

- Very neat, a "well ordered room"
- Worn-out "tired" furniture
- old carpeting that is "depressing"
- The living room and kitchen are one big room.
- There's only one small window.
- There's one plant growing there.
- Travis sleeps on the living room couch

4. What do we know so far about the Younger family? Explain in a minimum of 2 sentences.

The Younger's are all squeezed into a small apartment that is tired and worn out. There is a lot of sadness and conflict between them because they're stressed out.

5. Make a prediction (minimum 2 sentences) about what this play will be about.

This will be about a family having their struggles and hard times. Then something really amazing will happen to them (because of the title).

Washington Irving ∞ The Devil and Tom Walker



"The Devil and Tom Walker" Questions

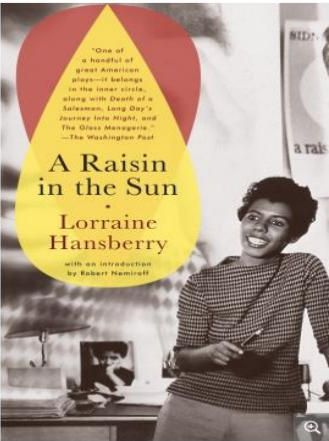
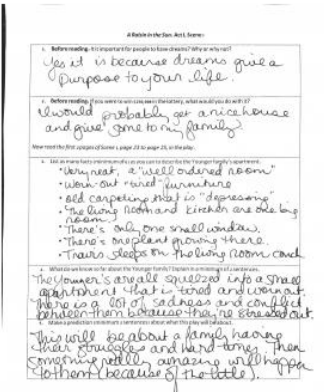
Answer each of the questions below, using specific details from the text to support each response.

1. Explain what the Devil's signature is.	The Devil's signature is a thumbprint, as stated in the text, "There is my signature," said the black man, pressing his finger on Tom's forehead... the black print of a finger." That black print is the Devil's signature.
2. What do the Devil's trees represent?	The Devil's trees are described as "tall," "scarred with an axe," and bearing the names of "great" men from the town. They symbolize the men who have "owned" the forest and those who have died.
3. At the beginning, Irving gives the reader background information about the treasure of the pirate Captain Kidd. What is Irving's purpose in doing this?	The reader is meant to infer that the pirate and his treasure will play a role in the story. The writer is foreshadowing for the reader. In the text, "...there was a great amount of treasure" (p.229), the writer sets up plot and setting for the reader.
4. Why does Tom think the Devil probably had a tough time dealing with his wife?	Tom thinks the Devil must have had a difficult time with her. In the text, "Egad... Old Scratch must have had a tough time of it... handfuls of hair." There was evidence of his wife's heavy footprints as well as handfuls of the Devil's hair.
3. Discuss the type of relationship Tom has with his wife. Do you think they are evenly matched? Why or why not?	The relationship was abusive. As stated in the text, "her voice was often heard in wordy warfare with her husband... his face sometimes showed signs that their conflicts were not confined to words" (p.230). These conflicts were sometimes hurtful words and sometimes physical. They are not evenly matched. As the text states, "...She used her husband to comply... he required more... horrid clamor and clatter coming" (p.230). She was more physical, and he was more mental. She would do anything for money, but he had to think first.
6. Re-read the paragraph that begins, "The most current and probably story..." Explain Tom's emotional reaction to the disappearance of his wife.	Tom feels worried about his wife and their property, so he goes to look for her. "Tom Walker grew so anxious about the fate of his wife..." (p.234). He was anxious and worried, so he must care for her.
7. Throughout the whole story, Tom's wife goes unnamed. What does this suggest about Puritan attitudes towards women?	Tom's wife is never given a name, which shows that attitudes towards women during the Puritan period were inconsequential. The men were superior to the women, so the women were not seen as important.

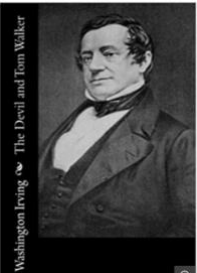

<p>8. Reread the part of the text in which Tom and the Devil set out the terms of their arrangement. What is the one thing that Tom refuses - and what does this imply about the beliefs of Washington Irving and the Puritans of this time period?</p>	<p>The Devil wants Tom to become a slave trader. According to the text, "... he should fit out a slave ship... Tom resolutely refused" (p.235). Tom refused to become a slave trader. This shows slavery was a sin and immoral in the eyes of the people.</p>
<p>10. Reread the paragraph after Tom and the Devil make their deal. What does this reveal about Puritan's ideas about money?</p>	<p>On p.236, Irving tells the reader about people's attitudes towards money in the 1700's. As the text states, "Everybody was ready to purchase..." (p.236). The people mostly thought money was evil.</p>
<p>11. Read each of the passages below. What do you learn about Tom Walker through each of these passages? A. "Your grounds!... no more grounds than mine," [Tom said to the Devil]. B. "In proportion to the distress of the applicant was the hardness of [Tom's] terms." C. "You have made so much money out of me," said the speculator [to Tom].</p>	<p>Tom Walker, through these examples of direct and indirect characterization, is seen as greedy, taking, and materialistic. "No more grounds than mine... you have so much money of me." He is materialistic over money and the grounds.</p>
<p>14. Explain the irony in this line from the story: "The Devil take me," said Tom, "if I have made a farthing!"</p>	<p>The line is ironic because Tom made all of his money from the Devil.</p>
<p>12. At the end of the story, Tom tries to espouse the life of a religious man. Why does he do this? Describe his actions. Do you think these actions really change his life?</p>	<p>Tom wanted to be viewed as a "devoted religious man." According to the text, "he prayed loudly and strenuously... a violent churchgoer... supervisor... of his neighbors" (p.297). His attendance, prayers, and supervising actions showed everyone he was a religious man. The actions did not change his life; The Devil still takes him, and he's still greedy.</p>
<p>13. This story is an example of satire. What is Irving satirizing in the story? Explain.</p>	<p>Irving is satirizing a society - The Puritans. His text states, "...Tom Walker had been a distant part... he had a wife as misery as himself" (p.229). He is satirizing them for their marriage and their grief. He shows their marriages as abusive and the Puritans as awful people.</p>

Module 1: Section 1D: Unpacking Multidimensionality: Grades 11-12 Sample Tasks

Participant Guide

Student Work Sample	Identified Targeted Reading and Writing Standards	Degree of Alignment	Rationale
<p>Sample Task 1:</p>  	<p>RL.11-12.1 CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text.</p> <p>RL.11-12.2 Determine TWO OR MORE THEMES OR CENTRAL IDEAS of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.</p> <p>RL.11-12.3 Analyze the IMPACT OF THE AUTHOR'S CHOICES <i>over the course of a text</i> regarding how to develop and relate elements of a story or drama.</p>	<p><input type="checkbox"/> None/Weak</p> <p><input type="checkbox"/> Partial</p> <p><input type="checkbox"/> Strong</p>	

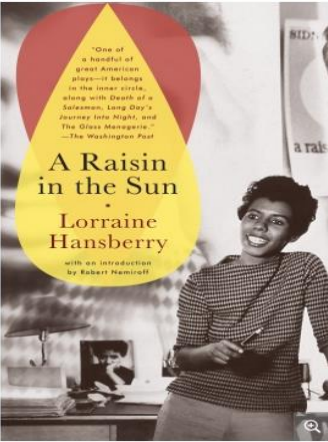
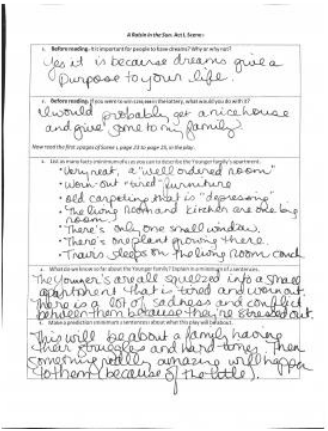
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Student Work Sample	Identified Targeted Reading and Writing Standards	Degree of Alignment	Rationale
<p>Sample Task 2:</p>  <p>Washington Irving ∞ The Devil and Tom Walker</p> 	<p>RL.11-12.1 CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text.</p> <p>RL.11-12.2 Determine TWO OR MORE THEMES OR CENTRAL IDEAS of a text and analyze their development <i>over the course of the text</i>, including how they interact and build on one another to produce <i>a complex account</i>.</p> <p>RL.11-12.3 Analyze the IMPACT OF THE AUTHOR'S CHOICES <i>over the course of a text</i> regarding how to develop and relate elements of a story or drama.</p> <p>RL.11-12.5 Analyze how an author's choices concerning how to STRUCTURE SPECIFIC PARTS OF A TEXT contribute to its <i>overall structure</i> and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6 Analyze how POINT OF VIEW AND PERSPECTIVE are used to manipulate the reader for a specific purpose or effect, including but not limited to SATIRE, SARCASM, IRONY AND UNDERSTATEMENT.</p>	<p><input type="checkbox"/> None/Weak</p> <p><input type="checkbox"/> Partial</p> <p><input type="checkbox"/> Strong</p>	

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Module 1: Section 1D: Unpacking Multidimensionality: Grades 11-12 Sample Tasks

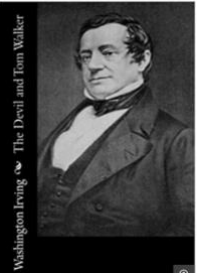

Facilitator's Guide

Student Work Sample	Identified Targeted Reading and Writing Standards	Degree of Alignment	Rationale
<p>Sample Task 1:</p>  	<p>RL.11-12.1 CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text.</p> <p>RL.11-12.2 Determine TWO OR MORE THEMES OR CENTRAL IDEAS of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.</p> <p>RL.11-12.3 Analyze the IMPACT OF THE AUTHOR'S CHOICES <i>over the course of a text</i> regarding how to develop and relate elements of a story or drama.</p>	<p><input type="checkbox"/> None/Weak <input type="checkbox"/> Partial <input type="checkbox"/> Strong</p> <p>Facilitator Notes</p> <p>Partial</p> <p>This assignment is partially aligned to the standards.</p>	<p>Key Points to look/listen for and share:</p> <p>RL.11-12.1 Questions 3-5 are text specific; however, all questions are simplistic and do not lend themselves to analytical responses based on inferences and grounded in supporting evidence. Question 3, for example, asks students to list facts about the apartment, but students are not then asked to do anything with those facts. A question with a stronger degree of alignment would ask students to consider what inferences can be made based on those facts. Also, the instructions do not require the citation of textual evidence, which is the essential content in this standard. Overall, the questions do not meet the depth and rigor of content, comprehension or analysis required in the standard.</p> <p>RL.11-12.2 Question 4 ("What do we know so far about the Younger family?") gets at the central idea of the first scene. Yet, there is no expectation that students analyze the development of this idea over the course of the scene, pinpoint deeper themes, or draw on specific details from</p>

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			<p>the text. The question does not meet the depth of rigor of analysis required by the standard.</p> <p>RL.11-12.3 No alignment here. Questions generally concern setting and characters, but they do not demand analysis of the author's choices or of the interrelationships among the elements of a drama.</p> <p>Overall: The assignment exposes students to a noteworthy, grade-appropriate play. This 1959 play is historically significant and valuable for students to read. The text offers ample opportunity for meaningful writing and discussion. The accompanying task, however, gives students little opportunity to demonstrate deep understanding of the text. The questions prompt students to make loose personal connections to ideas in the play, and to recount only basic facts from the text. Students have no opportunity to use evidence to substantiate their ideas. Students are not asked to use evidence from the text to support their responses. This assignment could be stronger if it required students to engage in a more rigorous analysis: The questions could prompt students to demonstrate understanding of the first scene's characterization of the Younger family, as</p>

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			well as the themes and symbols it introduces.
<p>Sample Task 2:</p>  <p>Washington Irving The Devil and Tom Walker</p> 	<p>RL.11-12.1 CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as <i>inferences drawn</i> from the text.</p> <p>RL.11-12.2 Determine TWO OR MORE THEMES OR CENTRAL IDEAS of a text and analyze their <i>development over the course of the text</i>, including <i>how they interact and build on one another to produce a complex account</i>.</p> <p>RL.11-12.3 Analyze the IMPACT OF THE AUTHOR'S CHOICES <i>over the course of a text</i> regarding how to develop and relate elements of a story or drama.</p> <p>RL.11-12.5 Analyze how an author's choices concerning how to STRUCTURE SPECIFIC PARTS OF A TEXT contribute to its <i>overall structure and meaning</i> as well as its <i>aesthetic impact</i>.</p> <p>RL.11-12.6 Analyze how POINT OF VIEW AND PERSPECTIVE are used to <i>manipulate the reader for a specific purpose or effect</i>, including but not limited to SATIRE, SARCASM, IRONY AND UNDERSTATEMENT.</p>	<p><input type="checkbox"/> None/Weak <input type="checkbox"/> Partial <input type="checkbox"/> Strong</p> <p>Facilitator Notes:</p> <p>Strong</p> <p>This assignment is strongly aligned to the standards.</p>	<p>Key Points to look/listen for and share:</p> <p>RL.11-12.1 Task directions stipulate that students must use specific evidence from the text to support analysis of the text and substantiate their responses. Questions are nuanced and demand that students make significant inferences.</p> <p>RL.11-12.2 Multiple questions require students to analyze and explain the text's major themes of religion, money, and gender relations. The degree of alignment would be stronger, however, if students were asked to consider how the themes interacted and built upon one another. In this student's response, money often crosses over into the analysis of gender relations and religion, but the questions aren't constructed in a way to ensure all students engage in that level of analysis as required by the standard.</p> <p>RL.11-12.3 Multiple questions ask students to analyze setting and the characterization of Tom Walker and his relationship with his wife and the Devil. Question 11, for example, asks students to analyze the author's development of the main character. The degree of alignment would be stronger, however, if students were</p>

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Student Work Sample	Identified Targeted Reading and Writing Standards	Degree of Alignment	Rationale
			<p>asked to consider the IMPACT of those choices.</p> <p>RL.11-12.5 Multiple questions require students to analyze how the author's choices in structuring specific parts of the text contribute to the overall structure, meaning and impact. Question 5, for example, asks students to consider the purpose for the author's inclusion of the background information about the pirate's treasure at the beginning of the story. Additionally, questions 8 and 9 require students to analyze the portion of the text that sets out the terms of Tom's arrangement with the Devil. Students must consider what the arrangement implies about the author's beliefs and how it contributes to a theme relating to money.</p> <p>RL.11-12.6 Questions 13 and 14 guide students to analyze and explain the author's use of irony and satire.</p> <p>Overall: The assignment exposes students to engage with a grade-appropriate worthwhile text. The text exhibits exceptional literary craft, making extensive use of symbolism, religious imagery, and allusion. It also demands sophisticated understanding of irony and satire. The assignment requires students to read carefully and focus on the key ideas and details of the text. The questions point</p>

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			<p>students back to specific passages that build their understanding. Questions become increasingly more complex (from “Explain what the Devil’s signature is” to “What is Irving satirizing in the story?”). The purposeful sequencing of questions helps students to analyze the text and arrive at a cumulative understanding of the story. Students are also required to articulate their ideas by writing about their analysis of the text. The questions ask students to support those ideas with specific, relevant details from the story.</p> <p>NOTE: While the alignment to a couple of the standards could have been stronger, the collective alignment to the targeted standards is strong. There is always potential for growth.</p>

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